

Lesson Plans	Five (best score)	Four	Three	Two	One (lowest score)
The lesson plan includes objectives, standards, activities, and assessments.	All four parts are included, sections such as student activities and ideas to extend the lesson.	All four parts are included, but there are no extra sections attached.	Three out of the four parts are included in the plan.	Two out of the four parts are included.	Lesson plan does not include separate sections.
The lesson plan is written so that any educator could use it.	Any educator could pick up this plan and use it with very little modification.	Most educators could use this plan by modifying it somewhat.	Many educators could use this plan by modifying it somewhat.	Some educators could use this plan by modifying it extensively.	Only the teacher who wrote this plan would be able to use it.
The content of this lesson plan is linked appropriately to learning standards.	The content of this lesson is very closely linked to all of the learning standard(s) that are listed.	The content of this lesson is closely linked to most of the learning standard(s) that are listed.	The content of this lesson is linked to some of the learning standard(s) that are listed.	The content of this lesson is loosely connected to the learning standard(s) that are listed.	The content of this lesson is not linked to learning standard(s), or is not linked to those listed.
The lesson plan is creative, interesting, and engages students in learning.	Provides a variety of focused activities that link to each other and give students the opportunity to demonstrate learning.	Provides some focused activities that link to each other and give students the opportunity to demonstrate learning.	Provides activities without a definite focus or link to each other. Gives students little opportunity to demonstrate learning.	Provides minimal activity without a definite focus. Gives students no opportunity to demonstrate learning.	Does not provide activities. Relies on teacher demonstration and lecture.

Principal's Letter	Five (best score)	Four	Three	Two	One (lowest score)
Principal's letter of endorsement.	Very enthusiastic about the teacher and fully supportive of the activities; was proud of this involvement for the school.	Praised the teacher's involvement and indicated support of the activities; seemed interested in the project for the school.	Listed teacher's other involvement and indicated some support of the activities; some interest in the project.	Indicated some support of the teacher; did not seem otherwise interested in the project.	The letter could have been written about anyone, very form-like in its content.

Applicant Letter	Five (best score)	Four	Three	Two	One (lowest score)
The letter addressed how WWS is used in the applicant's classroom.	Integrates the WWS materials and match program into several curricular areas in his/her classroom. Develops projects based on WWS.	Participates in the match program and uses the WWS materials as supplementary activities. Uses "as is" without developing projects.	Participates in the match program but does not use the materials, or uses the materials but does not participate in the match. Examples given in letter.	Participates in the WWS program and has the intention of using the materials, but gives no examples.	Indicates no success with the WWS match and materials.
The letter addressed the applicant's skill level with technology.	Regularly uses e-mail, educational software and the internet as a resource. Examples were given.	Frequently uses e-mail, educational software and the internet as a resource. Examples were given.	Sometimes uses e-mail, educational software and the internet as a resource. Examples were given.	Has an e-mail account but does not use it regularly. He/she is not familiar with using the internet, but would like to learn.	Does not have an e-mail account and does not use the internet.
The letter addressed the applicant's ability to integrate technology into classroom activities.	Develops on-line projects involving students in active learning, finds additional online learning activities, and completes administrative tasks.	Uses the internet for some online activities with students, finds and uses other activities for off-line learning, completes admin tasks.	Uses the internet for locating learning activities to complete off-line, and items of personal interest. Completes some admin tasks.	Uses the internet for personal usage only. Uses computer to complete some admin tasks.	Indicated that he/she is interested in using technology in the classroom, but is not currently using it.
#1 The letter addressed the plan for an "international" day for the school.	Included active participation by many students, staff, and community members in learning about many aspects of cultures.	Included some participation by students, staff, and community members in planning and implementing the international activities.	Included participation by members of the community who gave demonstrations and led discussions with students.	Was an "in-house" event planned and implemented by the staff, dealing with aspects of cultures.	Was an "in-house" event planned and implemented by the applicant, dealing with few cultures.
#2 The letter addressed how the applicant would plan an "international" day for the school.	A central focus was mentioned with in-depth cross-cultural learning experiences.	Some focus to the day was mentioned, some depth to the activities.	The day had no central focus or depth in the activities.	The day dealt with surface aspects of cultures with scattered activities that lacked depth.	The day dealt with commonly known aspects of very few cultures. There were scattered activities that lacked depth.